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DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *HIGHER EDUCATION, *ADULT EDUCATION PROGRAMS, UNIVERSITY EXTENSION, EVENING COLLEGES, EDUCATIONAL OBJECTIVES, UNIVERSITIES, COMMUNITY DEVELOPMENT, COMMUNITY RESPONSIBILITY, COMMUNITY SERVICES, PROFESSIONAL ASSOCIATIONS, EXTENSION EDUCATION, MILITARY TRAINING, INTELLIGENCE TESTS, LABOR UNIONS, URBAN AREAS, LEADERSHIP, HEALTH PERSONNEL, MUSIC EDUCATION, CONTINUING PROFESSIONAL EDUCATION, ADULT DROPOUTS, COUNSELING,

THE ANNOTATED BIBLIOGRAPHY OF RECENT (MOSTLY 1966-67) CLEARINGHOUSE ACQUISITIONS IN HIGHER ADULT EDUCATION ARE LOOSELY ARRANGED BY GENERAL REFERENCES, COMMUNITY TYPES, STUDENT SERVICES, AND PARTICULAR PROGRAM AREAS. GENERAL REFERENCES INCLUDE ARTICLES ON EVENING COLLEGES, CONTINUING PROFESSIONAL, COMMUNITY, EXTENSION, AND MILITARY EDUCATION. LEADERSHIP, COMMUNITY DEVELOPMENT, COLLEGE COMMUNITY COOPERATION, AND COMMUNITY SERVICES ARE AMONG AREAS DEALT WITH IN THE SECOND GROUPING OF CITATIONS. A SECTION ON STUDENT SERVICES COVERS ADULT DROPOUTS, COUNSELING, AND STUDENT PERSONNEL SERVICES. SOME PROGRAM AREAS REPORTED ON ARE PUBLIC HEALTH, UNIVERSITY EXTENSION, GROUP DISCUSSIONS, MUSIC EDUCATION, LABOR UNIONS, AND ADULT MENTAL ABILITY. (PT)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

HIGHER ADULT EDUCATION #2

Current Information Sources

February, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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These abstracts have been arranged loosely with the more general references first, followed by community types, student services, and particular program areas.

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February, 1968

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AC 000 208 C EXCELLENCE IN THE PURSUIT OF LIVING (Association of University Evening Colleges. Proceedings of annual meeting, 28th, Buffalo, N.Y., Oct 29-Nov 2, 1966). Lichtenstein, Hyman,ed. Association of University Evening Colleges. 66 241p.

TERMS: *program philosophy, *evening colleges, *individual development, *administration, *professional associations, AUEC,

ABSTRACT: See also AC 000 155 C and AC 000 154 C.

Conference presentations and discussions are "Excellence in the pursuit of living" (Martin Meyerson), "Excellence in government" (John W. Mace, Jr.), "Excellence in the pursuit of living through education" (Paul W. Sheats), and "Guidelines to excellence-AUEC" (Robert F. Berner). The Association business includes financial statement and committee reports. Appendixes are roll of past presidents and annual meetings, AUEC committee structure 1965-66 and 1966-67, officers and executive committee 1966-67, and roster of conference attendance. (aj)

AC 000 155 C GUIDELINES TO EXCELLENCE-AUEC, NOW IS THE TIME FOR CHANGE (IN AUEC convention, (28th, Buffalo, N.Y., Oct 29-Nov 2, 1966/ 59-66). Berner, Robert F. 66 10p.

TERMS: *educational objectives, *evening colleges, organizational change, *professional associations, AUEC,

ABSTRACT: The time has come to change formally the objectives and philosophy of AUEC, by broadening the scope of the operation of the Constitution, the By-Laws, and the promotion literature of AUEC to stimulate quality programming in continuing education and to focus attention on the improvement of the community. (See AC 000 208C)

AC 000 154 C (SEE AC 000 208 C) EXCELLENCE IN THE PURSUIT OF LIVING THROUGH EDUCATION (IN AUEC. Proceedings of annual convention, (28th), Buffalo, N.Y., Oct 29-Nov 2, 1966. 141-158). Sheats, Paul H. 66 20p.

TERMS: *individual development, *administrator role, *evening colleges, *educational objectives, *humanities, AUEC,

ABSTRACT: Educational goals must include individual fulfillment and strengthening society. Professional leadership must provide programs in humanities to give more people our cultural heritage to enrich their lives, to increase citizen responsibility, and to contribute to community problem solving.

AC 001 563 E HIGHER ADULT EDUCATION, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. OCT 67 EDRS PRICE MF-$0.09 HC-$1.04 26p.

TERMS: *annotated bibliographies, *higher education, *adult education, *university extension, educational methods, urban extension,

ABSTRACT: The forty-one items indexed and abstracted in this bibliography deal largely with fine arts education, urban extension, community development, leadership training (including civil rights), managerial and professional education, vocational training, public television, and participant characteristics, together with such concerns as educational needs and attitudes, testing, program development, and the use of evening classes, correspondence study, and the residential method. Also noted are historical reviews of extension work at Rutgers, the University of Texas, and the University of Chicago, and a Peace Corps program of field training. (ly)

SECONDARY TERMS: research, historical reviews, program descriptions, art education, leadership training, civil rights, cross cultural training, community development, management development, professional continuing education, community action, evening colleges, educational television, public television, program planning, correspondence study, residential programs, Peace Corps,

AC 001 533 E EVENING COLLEGE EDUCATION (Basic information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$1.16 29p.

TERMS: *annotated bibliographies, *evening colleges, *adult education programs, *higher education, *university extension, general

ABSTRACT: An annotated, selective bibliography in the field of evening college education has been compiled jointly by the ERIC Clearinghouse on Adult Education and the Association of University Evening Colleges (AUEC). Special note is made of the contributions of the Center for the Study of Liberal Education for Adults (CSLEA), which operates an information clearinghouse related to experimental programs of liberal education. The five sections and their contents include such items as--(1) overviews, introductions, and general surveys of the field, including faculty organization, policy making, junior colleges, and adult education in colleges and universities, (2) periodicals and indexes, in the form of newsletters, CSLEA publications, proceedings, research, bibliographies, and directories, (3) research and enrollment data sources, (4) administration and personnel, including salaries, decision-making processes, part-time teachers, and student services, and (5) program reviews and other studies of degree programs, urban extension, management, industrial, and military education, and community services. Publications listed should be obtained from their original sources. (pt).

SECONDARY TERMS: education, administrative policy, junior colleges, publications, industrial education, management development, military training, research, enrollment, student personnel services, urban extension, community education, educational trends, administrative personnel, information sources, program descriptions,

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AC 001 536 E CONTINUING EDUCATION IN THE PROFESSIONS, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$0.56 14p.

TERMS: *professional continuing education, *annotated bibliographies, evaluation, research, program descriptions, educational needs,

ABSTRACT: An annotated bibliography contains 21 indexed entries, mostly with abstracts, on such aspects of professional continuing education as medicine, law, management development, theological education and pastoral counseling, vocational counseling, social work, and extension work, together with participation, motivation, educational needs, educational methods and media, and career opportunities for college trained women. (ly)

SECONDARY TERMS: participation, participant characteristics, industry, university extension, engineering, management development, programed instruction, counseling, educational television, law instruction, social workers, extension agents, health personnel, religious education, career opportunities, females, individual study,

AC 001 562E MANAGEMENT DEVELOPMENT, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$0.68 17p.

TERMS: *management development, *annotated bibliographies, industry, management games, university extension, supervisory training,

ABSTRACT: This annotated bibliography on management development contains 28 indexed items, many with abstracts, in such areas as human relations and leadership training, program planning and evaluation, business games, discussion group behavior, and company and university sponsored programs. Also included are comparative studies of programs and methods in several countries. (ly)

SECONDARY TERMS: interpersonal relationship, business, leadership training, teaching guides, program planning, listening skills, group behavior, sensitivity training,

AC 001 535 E COMMUNITY EDUCATION FOR ADULTS, 1 (Current information sources). ERIC Clearinghouse on Adult Education, Syracuse, N.Y. NOV 67 EDRS PRICE MF-$0.09 HC-$0.84 21p.

TERMS: *annotated bibliographies, *community education, *adult education programs, community action, leadership training,

ABSTRACT: An annotated bibliography contains 30 indexed and abstracted entries on numerous aspects and concerns of community education for adults, including community development in the United States and abroad, manpower development, leadership and professional training, educational and information needs, dynamics of social change, community planning and action, and the functions and purposes of urban, rural, and university extension. (ly)

SECONDARY TERMS: manpower development, community development, community leaders, public affairs education, city officials, urban extension, rural extension, university extension, employment, professional training, apprenticeships, social change, developing nations, federal programs, educational needs, information needs, disadvantaged youth, community planning,

AC 001 100 C PROJECTIONS OF EXTENSION-ADULT EDUCATION INTO THE NEXT DECADE (A synthesis of ideas collected in twelve universities through a semi-structured study). Leagans, Paul J. Cornell Univ., Ithaca. College of Agriculture. Division of Extension-Adult Educ. Nov 66 22p.

TERMS: *university extension, *technological advancement, *educational research, *educational trends, questionnaires,

ABSTRACT: The main purpose of the study was to explore projections in thought and in action related to the form, role, and requisites of extension education during the next decade. The study consisted of individual and group interviews with administrators and professional colleagues in 12 universities widely dispersed over the U.S. The questions were related to the most likely form of the extension agency in the future-- the kinds of competencies viewed as essential to effectiveness of an extension staff; the nature, need for, and content of graduate study in extension education; criteria useful in delineating in-service and graduate training programs; ways to provide needed training for international students; the nature of research expected of graduate students majoring in Extension-Adult Education. The responses were examined and presented in the following items--general pattern of thinking; form of the extension agency, trends in specifics, a profile, some projections. (author/sm)

AC 001 440 E SURVEY OF UNIVERSITY ADULT EDUCATION IN THE METROPOLITAN AREA OF NEW YORK. Ellwood, Caroline. New York Univ. School of Continuing Education. Fund for the Advancement of Education, New York. JUL 67 EDRS PRICE MF-$0.27 HC-$6.64 166p.

TERMS: *university extension, *adult educators, *urban areas, *adult education programs, *higher education, womens education,

ABSTRACT: This survey of university-level adult credit and non credit courses covers over 30 colleges and universities in greater New York-- largely evening colleges, community colleges, and community service programs. An historical review portrays the growth of liberal adult education since the founding of Cooper Union in 1859. A survey of adult educators showed largely nonprofessional, part-time instructors of diverse backgrounds and a need for more inservice training and closer communication with administrators and other faculty. Recommendations include--a Center for Continuing Education in New York, coordinated self-study by all university adult education divisions joint planning to determine future areas of concern, seminars for community leaders, continuing education on urban problems, and special programs to upgrade the education and social awareness of disadvantaged adults. Also noted are 15 programs primarily for women, 20 projects in New York State under Title 1 of the Higher Education Act of 1965, and six special degree programs. (The document includes numerous charts and tables and 33 institutional profiles.) (ly)

SECONDARY TERMS: noncredit courses, educational needs, community service programs, evening colleges, community colleges, program descriptions, surveys, educational background, teacher experience, teacher administrator relationship, urban education, degrees (titles), New York City,

AC 001 646 E SURVEY OF BUSINESS EDUCATION FOR ADULTS IN THE UNIVERSITIES OF METROPOLITAN NEW YORK. Stuart, Allan. New York University, The Management Institute. Fund for the Advancement of Education, sponsor. EST 66 EDRS PRICE MF-$0.25 HC-$1.24 31p.

TERMS: *adult education programs, *business education, *universities, classes (groups of students), scheduling, educational facilities,

ABSTRACT: A survey was made of professional business education courses for adults, provided by 14 universities in New York City. Yearly enrollments varied from 350 to 9,000. Teaching methods varied according to the needs of the institution, and classes were mostly held at night in school classrooms. More men than women participated, the ages ranged from 17 to 72, and the percentage of college graduates ranged from none to 60 percent. The majority of the institutions had a prescribed method to formulate grades. Student fees varied from nothing to $65, depending on how much financial aid was available from industry, government, or educational institutions. A trend was found toward cooperative educational efforts among professional organizations, institutions, and government, but few inter-university programs existed. Professional counseling and job placement services were provided. Programs were publicized by mailing lists, bulletins, and public media. Little had been done in research and development in business education, and there was a need for more publicity on adult programs, clarification of faculty status, and study on degrees and certificates. (pt)

SECONDARY TERMS: professional continuing education, adult educators, teaching methods, student costs, school industry relationship, job placement, counseling services, research needs, promotion (publicize), educational certificates, participant characteristics, teacher qualifications, admission criteria, degrees (titles), college cooperation, curriculum development, New York City,

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AC 001 108 JC A STUDY OF THE FUNCTIONS AND POWERS OF SUMMER SESSION DIRECTORS IN SELECTED INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES. (IN The Journal of Educational Research, 60(9)/394-400, May-June 1967). Heidenreich, Charles A. May 67 7p.

TERMS: *university administration,*higher education, *school policy, *summer schools,

ABSTRACT: To determine the functions and powers of summer session directors, and to compare those functions and powers actually assumed with the judgment of a "jury", a survey questionnaire relating to (1) college administration, (2) curriculum, (3) instructional faculty, (4) students, and (5) general administration, was mailed to all (440) four-year accredited institutions of higher education with enrollments exceeding 1500 students. The jury agreed with the 37 percent of the directors who were directly responsible to the president of the institution. The jury disagreed with the following-- the 29 percent who "always" had the power to determine faculty salaries, the 28 percent who were "always" responsible for attendance and discipline, and the 42 percent who were "always" responsible for registration procedures. The directors were responsible to the president (or vice-president). Most of them had "autonomy" in budgetary expenses (most of the programs were self-supporting financially), had power to appoint visiting faculty, and submitted an Annual Report. Many directors took the leadership in suggesting class load, fees, etc. The study was related to the 1964 Summer

AC 001 218 E
ED 012 850

A CRITICAL BALANCE, HISTORY OF CSLEA (CSLEA. Notes and essays on education for adults, 55). Whipple, James B. Center for the Study of Liberal Education for Adults. Boston. MAY 67 EDRS PRICE MF-$0.18 HC-$2.60 65p.

TERMS: *educational philosophy, *historical reviews, *adult education, *general education, *professional associations, evening colleges,

ABSTRACT: The changing character of the Center for the Study of Liberal Education for Adults (CSLEA) from 1950-1966 and the relationship of CSLEA to the Fund for Adult Education (FAE) through the years are stressed in this history. During the first phase (1951-1955), the center's role was reflective--it studied adult needs and encouraged liberal adult education classes, community programs, and professional leadership. During the second phase (1956-1961) an operational role was added, in which research, publication, innovation and field work, and consultation were carried on. With the dissolution of the FAE in 1961, the center faced budget and increased anti-liberal pressures. It became affiliated with Boston University in 1964. The present role of CSLEA is mainly operational, more "non-liberal," and more preoccupied with the instruments of higher adult education such as the Negro College Project. An attempt is being made to achieve a new balance between the reflective and operational roles. (This document is also available from the Center for the Study of Liberal Education for Adults, 138 Mountfort St., Brookline, Massachusetts 02146, for $1.50.) (pt)

SECONDARY TERMS: university extension, financial support, historical reviews, universities, program improvement, innovation, group discussion, adult learning, higher education, leadership training, educational objectives, program content, Boston University, Fund for Adult Education, Center for the Study of Liberal Education for Adults,

AC 001 064 C

FROM CRAFT TOWARD PROFESSION (IN THE CONTINUING TASK, REFLECTION ON PURPOSE IN HIGHER CONTINUING EDUCATION, CSLEA 1967/1-16. Houle, Cyril O. Center for the Study of Liberal Education for Adults, Boston. 18p. Footnotes.

TERMS: *university extension, *administrator role, *administration, *educational objectives, liberal arts, adult education,

ABSTRACT: According to Houle, the early years of the Center for the Study of Liberal Education for Adults were a time for consolidation, setting of standards, and efforts aimed at more flexible, less vocationally oriented, more imaginative and relevant university extension programs. Despite frequent financial and other reverses, university extension has introduced such new services as adult degree programs, advanced management training, special programs for women, adult counseling, and urban extension work. Higher adult education in the professions and in industry has also flourished. However, largely because of these successes, leaders in higher adult education must struggle to keep their numerous administrative tasks from divorcing them completely from basic adult teaching and innovation. To accomplish this, the extension administrator must view his work, not as a craft based on customary activities and individual experience, but as a true profession guided by liberal values and theoretical analysis. Document includes footnotes. (author/ly)

AC 000 592 I A STUDY OF THE APPLICATION OF LABORATORY TRAINING METHODS TO PROGRAMS AT AIR UNIVERSITY. Boyer, Ronald K. * and others. National training Laboratories, Washington. U.S. Airforce. Office of Scientific Research, sponsor. Jun 66 107p.

TERMS: *laboratory training, *military training, instructors, *training methods, *evaluation, demonstration projects, sensitivity training, T groups, military officers, environmental influences, attitudes, educational problems, educational objectives, curriculum planning, participant satisfaction, adoption (ideas), participant characteristics, statistical data, Air Force, Air University, behavior change,

ABSTRACT: This 1964-65 study sought to explore applications of laboratory training to Air University programs to predict problems in adapting the laboratory method to such programs, and to determine useful modifications that might be made in training designs. A group of 25 Air University personnel representing various ranks and schools attended an intensive 10-day demonstration laboratory (T-group sessions, theory sessions, intergroup exercises, etc.) and were encouraged to give evaluations on the last day. Contributions of the training were generally seen in terms of greater interpersonal competence. Major sources of perceived difficulty in application were scarcity of resources and change-resisting attitudes in others (undoubtedly reinforced by strong military norms on rank, formal structure, and handling of emotions). (author/ly)

AC 001 403 E PREDICTION OF ADULT EDUCATORS' ATTITUDES TOWARD INSTITUTIONAL CHANGES. FINAL REPORT. Apel, John D. Chicago Univ., Illinois. BR-6-8075 U.S. Office of Education. Bureau of Research. APR 67 OEC-3-6-068075-0843
ED 012 881 EDRS PRICE MF-$0.09 HC-$1.00 25p.

TERMS: *attitudes, *adult educators, *organizational change, *prediction, *educational programs, behavior theories, behavior patterns,

ABSTRACT: Maintaining flexibility in educational programing, necessary to meet the changing needs and social problems of the adult student, calls for staff members' willingness to adapt to change. Thus, predicting the attitudes of adult educators toward institutional change is a significant concern. This research tested the notion, drawn from psychological, sociological, and administrative theory, that an individual's personality or value system is a less adequate measure of his attitude toward change than is his perception of the effects of change on his personal interests and institutional goals. Data, collected by means of a questionnaire administered to 406 staff members of the University of Missouri Extension Division, were analyzed statistically by factor analysis. The Rokeach Dogmatism Scale was the personality dimension. Results indicated that, while attitude toward change in general may vary from person to person, most people consistently react in different ways to different changes rather than automatically rejecting or accepting all change. The relative importance each attaches to different aspects of the "goodness" or "badness" of each change is paramount. (aj)

SECONDARY TERMS: factor analysis, dogmatism, personality studies, adoption(ideas), university extension, research, statistical data, personal values, predictive validity, Rokeach Dogmatism Scale, University of Missouri,

AC 001 433 C (SEE AC 001 432 C) ON-DUTY EDUCATION, OFFICER AND FUNCTIONAL COURSES (IN CLASSROOMS IN THE MILITARY by Harold F. Clark and Harold Sloan. New York, Columbia University, 1964, pp. 43-63). Clark, Harold F. * Sloan, Harold S. 64 21p.

TERMS: *degree programs, *military training, military officers,

ABSTRACT: Chapter outlines provisions for early officer training, including degree programs of the Naval Postgraduate School and the Air University; intermediate college programs of the respective armed services; and advanced sequences offered by the service war colleges (Army War College, Naval War College, Air University, Senior Marine Corps School and by the joint colleges Armed Forces Staff College, Industrial College of the Armed Forces) in high-level strategy and policy-making. Five charts depict general classification, of officers and courses, with the number of courses in each classification, courses offered under selected classifications, and areas of instruction in selected courses.

AC 001 432 C CLASSROOMS IN THE MILITARY, AN ACCOUNT OF EDUCATION IN THE ARMED FORCES OF THE UNITED STATES. Clark, Harold F. * Sloan, Harold S. Institute for Instructional Improvement, Inc. 64 166p.

TERMS: *military training, *educational programs, *correspondence study, *teaching methods, *degree programs,

ABSTRACT: The third of a series of studies concerning education outside the traditional institutions of learning, this book is comprehensive in scope. It presents the overall pattern of education in the Armed Forces of the United States, reduces details to outline form, and explains methods and practices by means of examples. (Published by Teachers College, Columbia University, New York.)

AC 000 172 C THE URBAN UNIVERSITY, AND THE FUTURE OF OUR CITIES. Klotsche, J. Martin. 66 158p.

TERMS: *community responsibility, *universities, *community cooperation *urban areas, student characteristics,

ABSTRACT: Written to highlight the place in American higher education of the university located in the city, this volume presents the main trends of urban higher education, including discussions of the urban university student, urban university and the arts, and responsibility of universities in solving urban problems. (Published by Harper and Row, New York).

AC 000 458 I LEADERSHIP IN UNIVERSITY ADULT EDUCATION (Proceedings of annual seminar held at the Kellogg Center for Continuing Education, East Lansing, Michigan, 6th, 1963, 8th, 1965, 9th, 1966). Michigan State Univ., East Lansing. Kellogg Center for Continuing Education. 63-66 4v.

TERMS: *universities, *adult education, *leadership, *community responsibility, *social change, urban environment, liberal arts, Kellogg Center for Continuing Education,

ABSTRACT: Selected readings and speeches on the changing university in a changing world. Subjects discussed included major changes in society and their effects upon the values, needs, roles, and lives of adults; societal and educational responsibilities of the modern university to adults, to the nation, and to the world; and leadership concepts, tasks, and roles required in programing university adult education. (eb)

AC 000 284 C A HANDBOOK OF BACKGROUND INFORMATION. NUEA, Washington. Division of Community Development. Jul 66 31p.

TERMS: *community development, *extension education, *universities, *program descriptions, *higher education, organization,

ABSTRACT: The organization of the Community Development Division and its programs. publications, and surveys in professional improvement are described. (ja)

AC 001 316 E ED 012 861 CONDITIONS FOR LEADERSHIP IN THE TOTAL PROGRAM OF PUBLIC AFFAIRS IN A STATE (Address to the Division of Agriculture, National Association of State Universities and Land-Grant Colleges, Washington, D.C., Nov 14, 1966). Houle, Cyril O. U.S. Dept of Agriculture. Div. of Ext. Research and Training. ER and T-1(1-67) HGC 67 EDRS PRICE MF-$0.09 HC-$0.48 12p.

TERMS: *university extension, *urban extension, *land grant universities, *administrative problems, *public affairs education, federal aid,

ABSTRACT: A narrative about the president of West Dakota A and M University provides a discussion of the role of university extension in public affairs education. In this land-grant college, the extension service was only the largest of numerous adult programs on and off campus. Other institutions, using the Cooperative Extension Service as a model, were developing urban extension programs, funded by Title I of the Higher Education Act. The president felt that off-campus programs should be coordinated under a vice-president, a state agency should be created to coordinate programs of universities and other agencies, and a commission created to allocate federal funds. Target audiences could be defined as specialists (teachers and administrato the actively-concerned (PTA members), the attentive (listeners), and the inattentive (apathetic). Objectives suggested by this framework were that specialists could educate each other, interested citizens could be provided with subject knowledge and techniques, leadership training could be provided for the attentive, and motivation for the inattentive. The Cooperative Extension Service had much to offer, in urban extension, in subject specialists and social expertise in leadership training, group dynamics, use of mass media, and in locating and influencing leaders of the power structure. (eb)

AC 001 034 I THE TRIPLE TWO PROJECT (A project under Title I of the Higher Education Act of 1965). Final report. Spracklen, Marvin S. Kearney State College, Nebr., sponsor, May 67 24p.

TERMS: *federal aid, *educational needs, *community problems, *community services, surveys, leadership training, housing, city officials, urban areas, rural areas, recreation, health programs, youth opportunities, youth employment, dependents, females, Title I Higher Education Act, Nebraska,

ABSTRACT: The Triple Two Project (1966-67) was designed to determine needs perceived in south central Nebraska for programs of community service or continuing education and to examine Title I of the Higher Education Act of 1965 as it might relate to them. Twenty-seven communities were chosen as conference areas and divided into three categories by population (10,000 and over, 2,500 to 10,000, and under 2,500). Community lay leaders, local government officials, and Kearney State College educators participated. Community reports and reports from county agents revealed needs relating to local government, housing problems, community leadership, problems of working mothers, health, recreation, and youth opportunities and employment. Specific needs most often voiced, which could be further developed under Title I, were for police schools, training of local governing boards, communications, leadership training, and community workshops on recreation and on services to youth. (The communities are listed by categories in the appendix) (ly)

AC 000 753 C NUEA COMMUNITY DEVELOPMENT DIVISION, PROCEEDINGS OF MEETINGS AND SEMINARS, 1960, 1962, 1963, 1965. National University Extension Association, Minneapolis. Community Development Div. 4v.

TERMS: *community development, *action programs (community), *universities, *urban renewal, *leadership training, poverty programs,

ABSTRACT: Volumes are-- PROCEEDINGS, GULL LAKE SEMINAR (Sep 10-14, 1960); PROCEEDINGS, NUEA ANNUAL CONFERENCE, COMMUNITY DEVELOPMENT DIVISION (47th, Univ. of Nebraska, Apr 27-May 2, 1962); PROCEEDINGS, NUEA COMMUNITY DEVELOPMENT SEMINAR (Southern Illinois Univ., Jun 9-13, 1963;) and UNIVERSITY COMMUNITY DEVELOPMENT PROGRAMS AND THE WAR ON POVERTY, NUEA ANNUAL MEETING (50th, Purdue Univ., Apr 25-28, 1965).

AC 001 247 E
ED 012 854

PROGRESS AND EVALUATION REPORT, A SUMMARY OF ACTIVITIES IN TENNESSEE UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Historical and evaluative report of fiscal year 1966 and fiscal year 1967 programs, Jul 1, 1965 to Jun 30, 1967. Tennessee Univ., Knoxville. State Agency for Title I. Tennessee State Advisory Council. AUG 67 EDRS PRICE MF-$0.18 HC-$2.92 73p.

TERMS: *program proposals, *community service programs, *educational objectives, *program descriptions, *program evaluation,

ABSTRACT: The University of Tennessee, designated the State Agency under Title I of the Higher Education Act of 1965, has administered in 13 months more than half a million dollars in approved programs, which provide continuing education and community service programs to advance higher education. A 20-member State Advisory Council, composed of academic, business, labor, and civic leaders, assists the State Agency in developing and administering the Tennessee Plan. The 21 proposals for 1966 involved the participation of 17 colleges and universities and 14 participated in the 12 1967 projects. Eleven of the 1967 proposals are continuations of those of 1966. Each Title I progress and evaluation report includes a statement of the problem, descriptions of program objectives, activities, identification, and status, institutional evaluation, and State Agency recommendations. Program evaluations were prepared from data contained in the proposal form, the Notice of Activation, and the quarterly progress and evaluation reports with their attachments, including brochures, publicity, program rosters, and evaluation instruments. (aj)

SECONDARY TERMS: financial support, community problems, health services, leadership training, low income groups, urban areas, family services, professional continuing education, inservice training, Tennessee, Higher Education Act of 1965,

AC 001 399 E
ED 012 879

COMMUNITY DEVELOPMENT (Proceedings of the Division of Community Development, 52nd Annual Meeting, National University Extension Association, Apr 22-25, 1967). Iowa Univ., Iowa City. Institute of Public Affairs. AUG 67 EDRS PRICE MF-$0.09 HC-$2.32 58p.

TERMS: *community development, *leadership, *change agents, *social change, *university extension, educational objectives,

ABSTRACT: In papers presented at the 1967 meeting of the National University Extension Association, a university extension director, academic experts on community theory, regional and community affairs, and agricultural economics, and Federal administrators discuss issues and ideas affecting the role of higher education in helping to improve communities. The requisites for purposive social change are examined against the backdrop of complex social structures and rapidly changing social relationships and values. A hierarchical geographic model is set forth to illustrate a conception of urban growth and functions. Community development is viewed in terms of the kinds of leadership needed to help citizens meet economic and other problems that require group decision and group action. A proposed college-public service training program would engage students (mainly university undergraduates) in seminars, workshops, and practical service to the community, either during the school term or in vacation periods. Finally, two assessments of the outlook for community service and planning policy under Title I of the Higher Education Act of 1965 give evidence of both success and failure in developing comprehensive, interdisciplinary programs founded on the basic processes of social change. (ly)

SECONDARY TERMS: urban areas, educational planning, conflict, community services, community involvement, college students, leadership training, area studies, behavior change, social structure, population distribution, community leaders, work experience programs, Title I Higher Education Act (1965),

AC 000 626 C THE UNCOMMON COLLEGE, THE COLLEGE OF CONTINUING EDUCATION AT METROPOLIS UNIVERSITY. Liveright, A.A. 28p. 66

TERMS: *continuing education, *adult education-programs, *higher education, *educational experiments, curriculum, physical facilities, college faculty, administrator responsibility, instructional technology, community involvement,

ABSTRACT: The conjectural program of continuing education and community service in a mythical university examined here is based on programs already operating or on the drawing board which are listed in the appendix. Six essential elements discussed are --curriculum especially for adults, a readily accessible campus built to meet adult needs, the faculty, administrative responsibility for planning and conducting the program, imaginative and effective use of new educational technology, and community participation in planning and executing the program. (aj)

AC 001 065 C COMMUNITY NEEDS AND HIGHER CONTINUING EDUCATION (IN THE CONTINUING TASK, REFLECTION ON PURPOSE IN HIGHER CONTINUING EDUCATION, CSLEA 1967/17-25). Blackwell, Gordon W. Center for the Study of Liberal Education for Adults, Boston. 11p.

TERMS: *university extension, *higher education, *adult programs, *community problems, *objectives,

ABSTRACT: Urban universities and continuing higher education may help meet the needs of the changing urban community by reorganizing its continuing education activities to meet constantly changing needs. Universities, geared more directly to social action than 15 years ago, are entering into creative partnership with the government, industry and civic organizations. (ly)

AC 001 369 E
ED 012 874

COLLEGE-COMMUNITY CONSULTATION. Axford, Roger W., ed. Northern Illinois Univ., DeKalb. College of Continuing Education. 67 EDRS PRICE MF-$0.09 HC-$1.92 48p.

TERMS: *community resources, *community consultants, *universities, *community responsibility, *college faculty, college cooperation,

ABSTRACT: The modern university recognizes three major responsibilities-- teaching, research, and public service. Representatives of 14 colleges and universities met at Northern Illinois University to discuss the role the college can play in working with the community of which it is a part. This publication is an outgrowth of that conference, one of seven conducted in Illinois under a federally- financed program designed to train consultants to citizens' groups in the development of community resources. The effective use of college and university faculty as consultants on such problems as industrial development, population expansion, housing, urban redevelopment planning, curriculum development, and school finance is illustrated by case studies. Some of the methodology for a successful consultant, including the technical and human relations aspects and the pitfalls of ineffective consultation, is included. Guidelines for the organization and operation of local citizen advisory committees are given to aid those who will be working with citizens' committees in implementing the consultants' recommendations. (This document was published by the Enlightenment Press, DeKalb, Illinois 60115.) (aj)

SECONDARY TERMS: school community cooperation, citizens councils, citizen participation, community surveys, program evaluation, public relations, community problems, urban areas, teachers, Northern Illinois University,

AC 001 131 I

A STUDY OF COMMUNITY SERVICES IN THE COMMUNITY COLLEGES OF STATE UNIVERSITY OF NEW YORK (Ed.D. thesis). Festine, Armond J. Syracuse Univ. Syracuse, N.Y. Jun 67 156p.

TERMS: *community colleges, *adult education programs, *administrative policy, *community responsibility, *community service programs, state universities, community services, financial policy, statistical data, financial support, educational needs, educational objectives, community education, Syracuse University,doctoral thesis, New York state,

ABSTRACT: This study investigated the stated commitment made by the community colleges of the State University of New York to provide community service programs to meet educational needs of adults and how this has been achieved. The age of the college, the size of the community, the number of colleges offering programs within the community, and the methods of financing programs are also examined. Date were obtained from college catalogs and promotional literature, interviews with college administrators, and questionnaires mailed to each college. Analysis of data revealed that 15 colleges had made a complete commitment to provide programs and 13 had made a limited one. A total of 581 comunity service programs were reported by the colleges for the academic year 1964-65. It was concluded that the community service function has not been fully accepted as a major educational objective by community colleges. Discrepancies exist between colleges' stated commitment and practice. The greatest contribution made by the colleges was their financial support of programs presented to meet cultural educative needs of adults. Tables and references are included. (author/aj)

AC 001 425 E GEORGIA STATE PLAN FOR COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965. Georgia University, Athens. MAY 66 EDRS MF-$0.18 HC-$3.36 84p.
ED 012 885
TERMS: *state programs, *program proposals, *community development, *leadership training, *community services, geographic areas,

ABSTRACT: Title I of the Higher Education Act of 1965 calls for state plans for comprehensive, coordinated, and statewide systems of community service programs. In the Georgia State Plan the program purposes are outlined, the University of Georgia is designated the state agency for plan administration (including allocating federal funds to participating institutions), and a network of area continuing education centers is provided. Except in special cases when public schools can be approved, institutions of higher education committed to making community service programs available to the population within commuting distance and having supporting staff and facilities will be named area centers. Local citizens will become competent to assume responsible roles in community improvement through basic and specialized Continuing Education Programs in Community Development. In a series of work-study programs, leaders will gain understanding of research theory and method and principles of community action, and develop abilities to study in depth community needs and resources and to plan and implement community programs. (Document includes details of procedure, budget, program and institutional eligibility, and lists of officials and institutions.) (aj)
SECONDARY TERMS: evaluation, demography, federal programs, program administration, selection, community problems, continuing education centers, program descriptions, financial policy, criteria, statistical data, federal aid, universities, Georgia, University of Georgia,

AC 001 609 E NEW YORK UNIVERSITY'S HARLEM SEMINARS. Miller, Harry L. New York Univ., School of Continuing Education. NOV 67 EDRS PRICE MF-$0.25 HC-$0.76 19p.
TERMS: *discussion groups, *negroes, *university extension, *poverty programs, *adult education programs, ghettos, urban areas,

ABSTRACT: In 1966-1967, New York University's School of Continuing Education conducted discussion groups in Harlem in child development, consumer and educational problems, and Negro history, to test the feasibility of extending university informal adult education into the poverty areas of New York. The instructors (four Negroes and two whites, all with advanced degrees) were aided by six instructional assistants, indigenous personnel who recruited participants through personal contact. Seminar participants were mostly women, unskilled, and with less than high school education. Only a small number attended sessions regularly. Results suggest that extension of an urban university into the minority ghetto can serve as a connecting link between the dominant culture and the excluded underclass. However, such a program must be heavily subsidized if it is to have the visibility necessary to its symbolic role. A series of eight to ten session seminars is recommended, on the topics of the child and the family, education and the school, Negro history and the civil rights movement, community action, and New York politics and government. Participants should be encouraged to enroll in the entire series and receive a certificate upon completion. The project director should be a Negro with an integrated instructional staff. (aj)
SECONDARY TERMS: participant characteristics, indigenous personnel, consumer economics, child development, educational problems, negro history, civil rights, participation, recruitment, negro teachers, negro leadership, faculty integration, New York City, New York University, Harlem,

AC 000 221 C SURVEY OF TUITION AID PLANS OF BUSINESS, INDUSTRY, AND GOVERNMENT IN METROPOLITAN ST. LOUIS (University college research publications, no.6). Wientge, King M. * Van Deursen, Malcolm. Washington Univ., St. Louis, Mo. University College. Jun 65 28p.

TERMS: *industry, *tuition grants, *business, surveys, personnel policy, questionnaires.

ABSTRACT: This survey of 250 companies of which 170 responded, is intended as an exploratory study of potential large-scale surveys of the St. Louis area.

AC 000 536 C WORTHY OF NOTE, A STUDY OF THE DROPOUT STUDENT IN THE EXTENSION DIVISION OF THE UNIVERSITY OF RHODE ISLAND (In Association of University Evening Colleges news letter, 14(4)/14-17, May-Jun 1966). Farnum, Hollis B. Jun66 4p.

TERMS *dropout characteristics, *educational objectives, *evening colleges, *participant satisfaction, investigations, University of R.I.,

ABSTRACT: Conclusions of this study-- apparently students had been forced to drop for personal reasons or for reasons related to their jobs, such as change in hours. They had not dropped due to dissatisfaction with course content, faculty teaching, or administrative procedures. (aj)

AC 001 304 E ED 012 857 COUNSELING THE ADULT STUDENT. Report of Commission 13 on Student Personnel Work for Adults in Higher Education. Thompson, Clarence H., ed. American College Personnel Association. APR 67 EDRS PRICE MF-$0.18 HC-$2.68 67p.

TERMS: *adult counseling, *counseling goals, *counselor training, *participant characteristics, *evening colleges, criteria,

ABSTRACT: A preconvention workshop held by the American College Personnel Association in Dallas, Texas, March 17-18, 1967, dealt with the special characteristics and needs of adult participants, implications for counseling, recent progress and remaining areas of need in adult counseling, and the selection and training of personnel workers for adults in evening colleges. The main points were the following--(1) the distinctive life experiences, problems and obligations, physical and mental characteristics, and motive s of adults call for experience-oriented teaching methods, special facilities, and a new approach to testing, admission, financial aid, and student activities--(2) acceptance of the individual, personal consistency and integrity, and understanding are essential counselor attributes--(3) the ultimate goal of counseling is to help the adult discover ways to realize his potential, respond more effectively to new experiences, and work out a meaningful, viable life style--(4) personnel trainees should be chosen primarily for appropriate character traits and academic background, and should receive broad training that stresses skills in short-term counseling. Proceedings included workshop evaluations. (Document also contains appendixes, background statistical data, and 102 references.) (1y)

SECONDARY TERMS: adult characteristics, counseling services, evening programs, counselors, selection, counseling effectiveness, university extension,

AC 001 451 E STUDENT PERSONNEL SERVICES FOR ADULTS IN HIGHER EDUCATION. Farmer, Martha L., ed. 67 DOCUMENT NOT AVAILABLE FROM EDRS 210p.

TERMS: *student personnel services, *evening colleges, *adult students, *university extension, *evening counseling programs, surveys,

ABSTRACT: This reference work on personnel services in evening colleges includes papers on the historical background of evening colleges, and on student personnel services, administrative organization, admissions, student activities, counseling, placement, training of personnel workers, service to business, industry, and labor, financial aid, and the implications of automation and cybernation for evening education and for the personnel and guidance profession. The impact of adult motivation and circumstances, distinctions between personal or psychological counseling and other forms of counseling and guidance, professional and personal requisites for student personnel workers, the planning of adult- centered extracurricular activities, and the problem of access by part time students to private loans, veterans' benefits, and Federal loans and grants under the revised National Defense Education Act and the Higher Education Act of 1965, are stressed. (The document includes a subject index.) (This document is available from the Scarecrow Press, Inc., Metuchen, New Jersey.) (1y)

SECONDARY TERMS: historical reviews, administrative organization, program administration adult characteristics, personnel selection, admission criteria, financial support, testing, business, automation, foreign students, guidance centers, cocurricular activities,

AC 000 627 C THE ROLE OF UNIVERSITY EXTENSION IN THE ARTS. (Reprint form Graduate Comment, Wayne State University, Detroit. 9/pp246-252, 1966). Stillwell, Hamilton. 66 9p.

TERMS: *culture, *extension education, *cultural centers, *cultural enrichment, *university extension,

ABSTRACT: University extension division can contribute to enriching public understanding of the arts by (1) extending into the community the cultural resources of the university, (2) offering credit and noncredit courses in the arts to adults, and (3) sponsoring such cultural activities as artists or lecture series and conferences and institutes for persons connected with the arts. (aj)

AC 000 326 C CONFERENCE PROCEEDINGS (Conference held at Purdue University, Apr 23-27, 1965). NUEA, Minneapolis, Minn. Conference and Institute Division. Michigan State University, East Lansing. University Conferences. Rutgers-The State University, New Brunswick, N.J. 65 181p.

TERMS· *learning theories, *time factors (learning), *training, *program planning,

ABSTRACT: Contents includes preconference workshop on the learning process as applied to short-term learning situations training program, and 1964-1965 roster of the C&I division, NUEA.

AC 001 320 E
ED 012 865

PROGRAM OF CONTINUING EDUCATION IN PUBLIC HEALTH, POLICIES AND PROCEDURES. (Program sponsored by University of California at Berkeley and Los Angeles, University of Hawaii, and American Public Health Association). American Public Health Association. Western Regional Office. 67 EDRS PRICE MF-$0.09 HC-$1.20 30p.

TERMS: *public health, *professional continuing education, *health personnel, *program administration, universities, financial support,

ABSTRACT: This interdisciplinary, university-level program, unique in that it is presented in the field, is primarily designed for full-time public health professionals in the 13 western states, sponsored by the Schools of Public Health of the University of California (Berkeley and Los Angeles) and the University of Hawaii, and administered by the Western regional Office of the American Public Health Association. State Public Health Association continuing education committees their subcommittees assess state interests and needs, examine working drafts of current course offerings and long-range curriculums, and help evaluate the courses. The Continuing Education Committee of the Confederation of Western Affiliates makes regional surveys and policy recommendations. The Faculty Advisory Committee, composed of faculty members from participating Schools of Public Health, adopts long-range curriculums based on recommendations by the state continuing education committees and approves proposed courses. Its subject area subcommittees develop their own programs and plan individual courses. The course coordinator works with staff, advisory committees, and liaison persons on staffing, courses, and publications. (ly)

SECONDARY TERMS: program development, program descriptions, interagency cooperation, advisory committees, administrative personnel, promotion (publicize),

AC 001 374 I

LIVING FOR THE 60'S, A LEADER'S DISCUSSION GUIDE (THE TELEVISION SERIES). New York State Educ. Dept. Bur. of Cont Educ Curriculum Dev. 67 38p.

TERMS: *retirement education, *audiovisual instruction, *educational films, *group discussion, *older adults, community involvement, teaching techniques,

ABSTRACT: This discussion guide was prepared for use in conjunction with 20 films which comprise "Living for the 60's" produced by the State University of New York. These films were developed to show the active role that retirees can and do continue to play in the ongoing life of the community. Topics covered include social security, Medicare, physical exercises, hobbies, volunteer work, second careers, continuing education, money management, consumer protection, books, lipreading, cooking, fashion, and income opportunities The appendix included an outline for preparing to lead a discussion and the techniques of questioning, a checklist for group discussions, a listing of topics occuring in more than one film, and a film order form. (sg)

AC 001 188 C PROCEEDINGS OF THE NEBRASKA REGIONAL SYMPOSIUM ON MUSIC IN ADULT AND EXTENSION EDUCATION. Trzcinski, Louis C., ed. Nebraska University, Lincoln Extension Division and Dept. of Music. Wisconsin University Extension Division. 5 Feb 66 64p.

TERMS: *music education, *extension education, *instructional television, University of Nebraska,

ABSTRACT: A regional symposium on music in Adult and Extension Education at the University of Nebraska Extension Division and Department of Music held in 1966 was one of several regional symposia throughout the United States. It was to assemble interested individuals to discuss further the problems of music in adult and extension education to broaden the base of participation and obtain a wide expression of thinking.

AC 000 920 C UNION ATTITUDES TOWARD UNIVERSITY PARTICIPATION IN LABOR EDUCATION AN EXAMINATION AND ASSESSMENT (IN Labor law journal, 16/237-242, Apr 65). Blaine, Harry R. * Zeller, Frederick A. 8p. tables. footnotes.

TERMS: *administrator attitudes, *labor unions, *local unions, Labor education, evaluation, program content, curriculum, labor problems, universities, program planning, personal influence, Ohio,

ABSTRACT: Results of a questionnaire survey of 125 local union presidents in 5 Ohio counties tend to contradict the belief that union members have little interest in labor education, that the rank and file are concerned only with so-called "bread and butter" subjects (collective bargaining, grievance procedure, time and motion study, steward training, etc.), or that members view university participation in labor education with suspicion or hostility. On the contrary, 97 percent of respondents expressed the belief that educational programs would help the local union, 90 percent favored participation by top local officials, two-thirds saw value in participation by the members, and half favored "courses designed to help union officers understand the relationship between the union, the employer, and American society". Although trade union courses were preferred to humanities, 49 percent of respondents would especially value university advice on program planning, and well over half felt that Ohio State University should organize and conduct labor education programs. Findings suggest that the local officer, as opposed to the high officers of international unions should be included more fully in the framing of labor education policies. Document includes 3 tables and 17 references. (author/ly)

AC 001 582 I ANALYSIS OF QUICK WORD TEST AS AN ESTIMATE OF ADULT MENTAL ABILITY (Reprinted from Journal of educational measurement 4(3)/169-177, Fall 1967). Grotelueschen, Arden * Knox, Alan B. Fall 67 10p.

TERMS: *intelligence tests, *national norms, *adult students, age differences, occupations, educational background, academic ability, higher education, Quick Word Test, Wechsler Adult Intelligence Scale,

ABSTRACT: The results of the analysis of Quick Word Test (QWT) scores of a sample of adult students in university evening classes indicate that the QWT is a reliable estimate of adult mental ability. Its use is recommended for situations in which the administration of more comprehensive scales would not be practical. Further research is recommended to ascertain the effects of the position of the item within the test on the stability of item difficulty and discrimination. It is assumed that the arrangement of an item in a test may have an effect on the item characteristics, especially for adults without recent experience in an educational activity. Analysis by the authors of sub-sets of as few as 15 QWT items has demonstrated a coorelation greater than .60 with the Wechsler Adult Intelligence Scale. This finding suggests the use of a partial scale as a control variable for survey research and other types of studies with adults in which mental ability is relevant but for which more comprehensive scales are impractical. (author)

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